



Dunston Hill
Community Primary School



CARE AND RESPECT FOR ALL

Behaviour Policy

September 2021

Dunston Hill Community Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline. It echoes our core values with a significant emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and children.

The school has 3 simple rules:

- **Ready (to learn)**
- **Respect (everyone)**
- **Kind (in our behaviour)**

These rules can be applied to a variety of situations and taught and modelled explicitly.

We also understand that for some children, following our behaviour expectations may be beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce this positive behaviour.

Aim of the policy

- To create a culture of exceptionally good behaviour: behaviour for learning, for community, for life.
- To ensure that all children are treated fairly, shown respect and to promote good relationships.
- To refuse to give children attention and importance for poor conduct.
- To help children take control of their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, a good disposition and empathy for others
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.
- To ensure that each and every child has the opportunity to reach their full potential

Purpose of the policy

To provide consistent, simple, practical procedures for staff and children that:

- Recognise behavioural norms
- Positively reinforce behavioural norms
- Develop strong, positive relationships between children and staff
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

Behaviour for Excellent Teaching and Learning

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition. The school rules (Be Ready, Be Respectful, Be Kind), must be displayed in each learning space and referred to in conversations around conduct. Recognition boards should be in each classroom teaching space and outdoors.

Be Consistent

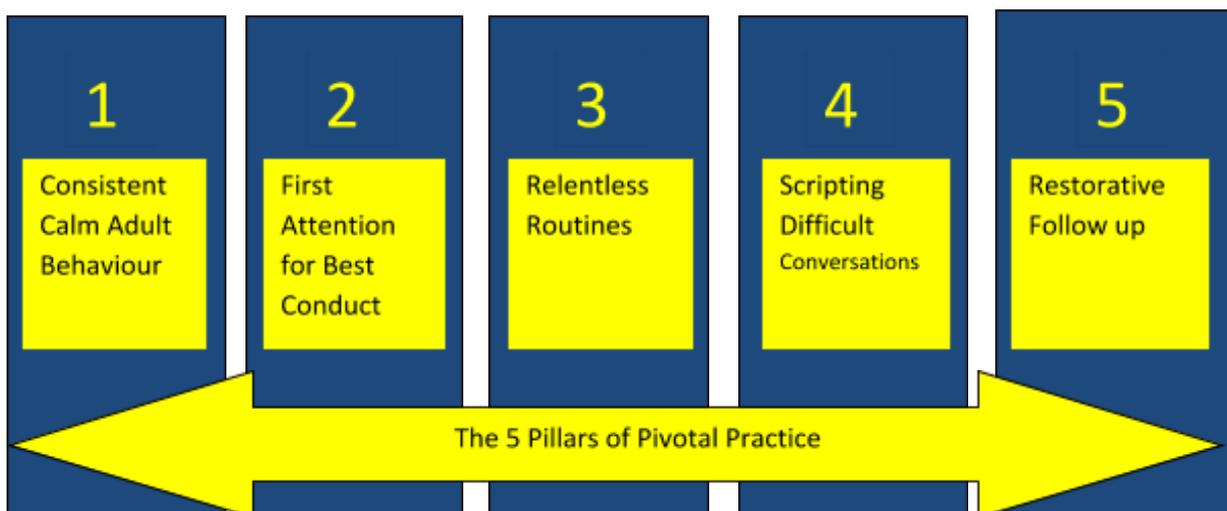
We believe that consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable, consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where children feel treated as valued individuals, they respect adults and accept their authority.

It is therefore expected that you must:

- Set expectations at the start of every lesson
- Regularly remind children to check their SLANT (Sit up, Listen, Ask and answer questions, No interruptions, Track the speaker)
- Apply strategies that link to high behavioural expectations and the building of character and trust
- Model positive behaviours and build relationships
- Plan lessons that engage, challenge and meet the needs of all children
- Use positive recognition in classrooms throughout the lesson
- Refer to our school rules in all conversations about behaviour
- Be calm when going through the steps - prevent before sanctions
- Always 'follow up' to retain ownership and engage in reflective dialogue with children
- Never ignore or walk past children who are not following the school rules
- Praise in Public (PIP) and Reprimand in Private (RIP)

It is important to remember that children bring to school a wide range of behaviour patterns based on different home values, attitudes and parenting skills. At school, **all** staff must work together to ensure that our agreed systems are applied fairly and consistently.

Our Behaviour Policy is based on the **Five Pillars of Pivotal practice**



Expectations of all adults working at Dunston Hill Community Primary School

Consistent adult behaviour will lead to children consistently conforming to our expectations.

We expect every adult to:

1. **Meet and greet children** at the door.
2. Refer to '**Ready, Respect, Kind**'.
3. **Model** positive behaviours and build relationships.
4. **Plan** lessons that engage, challenge and meet the needs of all children.
5. Use a **visible recognition** mechanism throughout every lesson (e.g., Recognition Boards).
6. **Embed Relentless Routines** in class and throughout school (e.g. Wonderful Walking, Legendary Lines, Hand Signal for Stop!)
7. Be **calm** and give 'take up time' when going through the steps. **Prevent** before sanctions.
8. **Follow** up every time, retain ownership and engage in reflective dialogue with children.
9. **Never ignore** or walk past children who are behaving badly.

Phase Team Leaders and Inclusion Manager

Phase Team Leaders are not expected to deal with behaviour referrals in isolation. Rather, they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children.

Phase Team leaders and Inclusion Manager will:

- **Meet and greet** children at the beginning of the day.
- Be a visible presence around school to encourage appropriate conduct.
- **Support** staff in returning children to learning by sitting in on reparation meetings and supporting staff in their conversations.
- Regularly **celebrate** staff and children whose efforts go **above and beyond** expectations.
- Encourage use of Positive Notes, Positive Postcards and Positive Phone Calls.
- Ensure staff training needs are identified and targeted.

Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather, they are to ~~and~~ stand alongside colleagues to support, guide, model and show a unified consistency to the children.

Senior leaders will:

- Take time to welcome children at the start of the day.
- Be a visible presence around the site and especially at transition times.
- **Celebrate** staff, leaders and children whose effort goes **above and beyond** expectations.
- Regularly share good practice.
- Use behaviour data (recorded on CPOMS) to target and assess school-wide Behaviour Policy implementation and practice.
- Regularly review provision for children who persistently fail to meet school expectations.

Children want teachers to:

- Give them a 'fresh start' every day
- Help them learn and feel confident
- Be kind and fair
- Not shout
- Have a sense of humour

Recognition and rewards for effort

Our aim is to develop intrinsic motivation in respect to children's behaviour. We recognise and reward children who go 'over and above' our standards. Although there are specific awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward. The use of precise praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including its use with those children who are hardest to reach.

Verbal recognition/ Praise/Props	Specific verbal praise and encouragement for effort is given to children using age-appropriate language. Every class and learning zone has a Recognition Board.
Visit the Headteacher	Children are sent to the Head or Deputy Headteacher or a member of the SLT to show or talk about good work. Stickers, postcards, "well done" Facebook posts can be used to share and celebrate this.
Friday Celebration Assembly	One child from each class is chosen by the Class Teacher to receive an award each week. This could be for displaying a growth mindset and a positive attitude to learning. These children get to sit in the "best seats in the house" for the rest of assembly and take a certificate home.
Hot Chocolate with the Headteacher	This is linked solely to behaviour that is over and above . These children are chosen by the PTLs each week to join the Head or Deputy for hot chocolate and marshmallows / biscuits on a Monday at 2.45pm. One child per year group to chosen. This will be announced in Friday's Assembly.
Golden Table	Golden Table is every Friday. Mid-day team put children's name in a hat when they witness exemplary lunchtime behaviour and six names will be picked for each sitting, with each child able to pick a friend. They will join the Golden Table on a Friday where they have a special lunch time experience.

Managing Behaviour

Engagement with learning is always our primary aim at Dunston Hill Community Primary School. For the vast majority of our children, a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, steps should always be followed with care and consideration,

taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seeking behaviours. All children must be given 'take up time' in between steps 3-4. It is neither possible nor desirable to jump, miss out or accelerate steps for repeated low-level disruption.

Practical steps in managing and modifying poor behaviour

Children are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the Steps in Behaviour for dealing with poor conduct. It is our aim that children should be kept at Steps 1 and 2 for as long as possible and that we de-escalate behavior not escalate.

Sanctions steps

Steps	Actions
1. Redirection / Reminder	<p>Gentle encouragement, a 'nudge' in the right direction. A subtle approach. A reminder of our three simple rules - Ready, Respectful, Kind - delivered privately wherever possible.</p> <p>Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the child is able to model good behaviour as a result of the reminder.</p>
2. Warning	<p>A clear verbal warning delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue.</p> <p>The child has a choice to do the right thing. Children will be reminded of their previous good conduct to prove that they can make good choices: use the phrase "stop, think make the right choice, think carefully about your next step"</p> <p>[*For children who are continually warned, a Restorative Meeting may be called without repeating steps 4 and 5*]</p>
3. Intervention Last Chance / Time Out	<p>Speak to the child privately and give them a final opportunity to engage. Use the 30 second scripted intervention</p> <ul style="list-style-type: none"> • I have noticed that you are... (having trouble getting started, wandering around etc.) right now. • At Dunston Hill, we... (refer to the 3 school rules – ready, respectful and kind) • You have chosen to ...(shout out, ignore instructions, bang the table) • Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete the learning in silence, in the next 5 minutes, work alone) • "Take up Time" - See me for 2 minutes during break/lunch (this is a short sharp imposition for the child and doesn't take up much teacher time) • Do you remember yesterday/last week when you... (refer to previous positive behaviour)

	<ul style="list-style-type: none"> • That is who I need to see today... • Thank you for listening. <p>If the warning is not heeded and the behaviour continues, or happens frequently this must be recorded on CPOMS. At this point, the child will have been informed that they will have to 'take up time' This should be during the next break/lunch time (reflection time). Children will be expected to have a reflective dialogue and reflect on what has happened with the member of staff dealing with the behaviour.</p> <p>For serious breaches that mean children lose their whole breaktime / lunchtime, the child will be expected to stay inside in the reflection area in the Dunston Den or the hide out for the remainder of their break, nurture staff will be timetabled to supervise this.</p>
<p>4. Cool Off</p>	<p>Cool Off might be a time on a thinking spot, side of the field or playground. It might be a walk, outside pushing a large object or can be a short time away from the classroom with another class / TA/ Dunston Den/Retreat or calm space.</p> <p>It is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves. It may require just a few minutes.</p> <p>If you get to this stage and feel time away from the classroom is the only option, please call the Dunston Den and check Mrs Cox or a member of the nurture team is available to receive the child.</p> <p>TAs may also bring children here and they can supervise them to cool off.</p> <p>The Dunston Retreat can also be used if appropriate.</p> <p>Staff involved here should only supervise the child and not get involved in the behaviour - class teachers follow up with the behaviour at Step 5.</p> <p>Children can be given work to take and complete if appropriate</p> <p>When the child is calm and answers 'yes' when asked are they ready to learn? they can return to their classroom. The supervising member of staff will call ahead to check it is appropriate they return, unless an agreed time has been given i.e. use of timer, send back after breaktime</p>
<p>5.Repair / Restorative Conversation</p>	<p>This step should only take place when the child is calm.</p> <p>This might be a quick chat at breaktime in the yard, walking down the corridor or a more formal restorative meeting.</p> <p>In the case of a more formal restorative meeting this should take place on the same day where possible. If needed, you can ask a member of SLT or nurture team to join you.</p> <p>5 questions are usually enough from the following:</p> <ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought since?

	<ul style="list-style-type: none"> • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future? <p>Imposition given if needed An imposition is additional work that must be completed that evening, or during break or a lunchtime. If completed at home it should be countersigned by parent/carer and returned first thing. This is to help the child to understand that there are consequences and the responsibility for making up the lost learning is with them not the teacher.</p>
<p>Consequences</p> <p>Communication with parent / carer</p> <p>A formal meeting with SLT and parents/carers.</p> <p>Weekly behaviour meetings</p> <p>Exclusion</p>	<p>If a child has two incidents in a week requiring time out of the class or is persistently being warned, the class teacher must inform parents/carers. This must be recorded on CPOMS.</p> <p>If a child has three or more incidents in a week (or regular incidents over a half term) a meeting with SLT and parents/carers should be arranged. This must be recorded on CPOMS.</p> <p>Children who regularly receive more than 3 reflections in a week will have weekly monitoring meetings (during lunchtime) to discuss their behaviour. A Positive Behaviour Support Plan may be necessary with strategies and steps to promote and support positive behaviour such as specific lunch time direction to Forest School or Dunston Den, opportunities to work in another class at a quiet table or in the Dunston Den, timetabled Dunston Retreat sessions. This should be discussed with DHT if its felt its needed.</p> <p>A serious breach may lead to an internal, fixed term or permanent exclusion.</p>

Early Years

We recognise that factors including children's age, stage of development, home and family circumstances may affect their behaviour in early years but that an effective early years creates a positive atmosphere based on a sense of community and shared values. The five pillars of effective practice apply in EYFS and all staff are trained in this approach.

We recognise that children's behaviour is in response to feelings and we need to look carefully at what is behind certain behaviours.

The children in our care have an entitlement to be respected for who they are and to learn appropriate behaviour through understanding personal responsibility and the needs of others.

The aim in early years is to ensure:

- Staff are consistent and use visual prompts to reinforce behaviour expectations (warn on lanyard)
- Each child has an allocated key person who builds a strong relationship with each child and their families. Behaviour issues are discussed with the key person and within the team. The keyperson or class teacher usually discusses with parents, if appropriate
- Behaviour management is based upon the Highscope model of Conflict Resolution and training in the model will be accessed for new staff.
- Recognition Board is used to promote a collective celebration of team work. (Summer term Nursery)
- Wonderful walking and legendary lines are promoted.
- All staff model appropriate behaviour at all times.
- There is positive reinforcement of appropriate behaviour.
- Children are encouraged to have high self-esteem [Appendix 4].
- Expectations are made clear and children are given opportunities to respond to these expectations.
- Consequences of actions are made clear (Appendix 3).
- There is adequate supervision at all times.
- There is provision of a safe, calm, orderly environment, which encourages independence and high self-esteem.
- When necessary appropriate sanctions are used (Appendix 3).
- The SENCO is made aware of patterns of challenging behaviour, and advice sought from outside agencies as appropriate. The situation will be carefully monitored, behaviour plans written and regularly reviewed where appropriate .

- Children learn that all feelings are ok but we cannot cause others harm as a result of our feelings.
- Children are supported to understand and express feelings and emotions in appropriate ways.

Solving Problems and Resolving Conflicts for more serious incidents

(Taken from High/Scope Educational Research Foundation)

<p>Step 1: Approach</p> <p>Children involved in an incident have their feelings acknowledged and are encouraged to talk about everyone's feelings -staff member assists this process.</p>	<p>Approach calmly, stopping any hurtful actions;</p> <p>Suggested Script:</p> <ul style="list-style-type: none"> • Acknowledge children's feelings; (I can see you are feeling (sad, angry) right now) • Gather information; (Can you tell me why/what's happened?) • Restate the problem; (You have chosen to .. throw the toy, rip the work, push your friend)
<p>Step 2: Intervene</p> <p>Child is given the opportunity to respond to a behavioural expectation and are encouraged to talk about everyone's feelings and offer solutions until agreement is reached</p>	<ul style="list-style-type: none"> • Ask for ideas for solutions and choose one together; (How can we put this right/make things better?) • Be prepared to give follow-up support. (Remember last week when... that's who we need to see now)
<p>Step 3: Cool down/ Thinking time</p>	<p>If appropriate give 'time-out' as 'thinking time' time to self-regulate slightly isolated from the other children, for 1 minute + (no more than 5 minutes), monitored at all times by an adult. Followed by asking the child if they are ready to join back in.</p> <p>Cool down can be outside the setting for a walk or time in Dunston Retreat sensory room if deemed appropriate with member of EYFS team.</p> <p>Record on cpoms and share with parents</p>
<p>Step 4: Repair / Restorative Conversation</p>	<p>When the child is calm (ideally on the same day) the person who dealt with the behaviour should follow up using the following questions.</p> <ul style="list-style-type: none"> • What happened? • How did this make people feel (child or others involved)? • What should we do to put things right?
<p>Step 5: Consequences</p>	<p>Meeting arranged with parent/carers to discuss joint strategies based on targets for</p>

	<p>appropriate behaviour. Child may be observed by SENDCO and identified on the Special Needs Register.</p> <p>Child monitored on a daily basis to encourage appropriate behaviour. <i>Team share responsibility. Class teacher lead alongside key worker</i></p> <p>Outside support requested if appropriate.</p>
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We prevent conflict occurring in EYFS by:

- Providing enough space and variety of materials.
- Establishing consistent balanced relentless routine.
- Supporting children's choices and interests.
- Planning for transitions.
- Keeping waiting periods, short and active.
- Accepting behavioural differences.
- Respecting children's ideas, concern and feelings.
- Setting reasonable limits and expectations.
- Stopping destructive and aggressive behaviour.
- Using observations in daily planning.

Whole School Serious incidents

Depending on the age of the children, these incidents will be dealt with at the discretion of the school staff. **All serious behaviour matters must be referred immediately to the Head or deputy headteacher. Staff should phone them immediately for assistance or advice.**

Such incidents could include:

- All forms of bullying
- Racist, sexist or homophobic comments
- Physically striking adults or children with force
- Serious risk of harm to self or others
- Attempts to leave school site

Exclusions

Behaviour Intervention:

A Behaviour Intervention is an informal internal exclusion agreed by the Headteacher. The child will complete the learning outside of the classroom in a designated space such as The Dunston Den. Behaviour Interventions may just be for break and lunchtimes, individual lessons or half / full days.

Internal Exclusion:

The Headteacher can choose to internally exclude a child. The child will have no contact with their own class or friends and no access to playground, extra-curricular or enrichment activity. The child will be set work to complete by their class teacher. This will usually take place in an allocated classroom with a PTL or The Dunston Den.

Fixed Term Exclusions:

Dunston Hill Community Primary believes that, in general, exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school, they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's Behaviour Policy and if the child remaining in school would seriously harm the education or welfare of the child or others in the school, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the child to complete at home if the exclusion is longer than 5 school days. This must be recorded and confirmed in writing. The parent / carer will receive a formal letter and the Headteacher will complete the Local Authority Exclusion Form. Following a fixed-term exclusion, the child and parents / carers will meet the Headteacher to discuss the child's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed, it is expected that they will be welcomed by staff and children alike when they return.

Permanent Exclusion:

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations). The governors at Dunston Hill Community Primary School support this stance and all policies and procedures are in

place to support inclusion of all children. Permanent exclusion should only occur when risk assessment indicates, that to allow the child to remain in school, would be seriously detrimental to the education or welfare of the child concerned or to other children at school.

Restorative Practice:

Dunston Hill Community Primary School uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every class room, (Dunston Hill Community Primary School Behaviour Blueprint). Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth behind a situation and a 'cooling off' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

(Appendix 2 – Restorative Practice approach at Dunston Hill Community Primary School)

Recording Unacceptable Behaviour:

All teaching staff are responsible for recording a child's unacceptable behaviour on CPOMS. Staff should provide details of the incident and actions taken. The information recorded is used by the SLT to monitor behaviour in school and to ensure that children with behavioural needs are identified quickly and receive targeted support.

The following incidents should always be recorded on CPOMS and brought to the attention of SLT immediately:

- Any form of bullying behaviour (including cyber- bullying and homophobic bullying)
- Physical abuse against another child
- Physical or verbal abuse against an adult
- Racist incidents
- Theft or damage to property

Incidents of bullying, racist behaviour and the number of fixed term / permanent exclusions are reported to the governors on a termly basis in the Headteacher's report.

Lunchtime Behaviour:

All our Mid-day Team and staff involved in lunch provision will receive explicit training on our Behaviour Policy. During lunchtime, if a behaviour incident occurs that a member of the team deems serious or they are at step 4 (cool off) of managing the behaviour, they should radio for Mrs Cox (our lunchtime Behaviour Support) who will then manage the situation in line with our Behaviour Policy. In Mrs Cox's, absence a member of our school staff or SLT will step in and follow the same steps. The Mid-day team must use the same steps that are used in school. Children struggling with behaviour at lunchtime can be given a pass for nurture support in the Dunston Den or Forest School if this is deemed more appropriate.

Children with Social, Emotional and Mental Health concerns:

Children who exhibit behavioural concerns will need to have a behavioural management support plan put in place – a Behaviour Support Plan (BSP). For some children it will be necessary to place them on the SEND register for social, emotional and mental health needs. A Boxall Profile assessment may also be appropriate to identify specific needs and provide strategies to inform the BSP.

In these cases, the Headteacher / SENCO / FSW / SLT will be involved, as well as Parents / Carers. When deemed appropriate, support from external agencies will be sought such as Local Authority Behaviour Support, Kalmer Counselling and the Local Authority Educational Psychology Service.

Reasonable Force:

At Dunston Hill Community Primary School, the majority of staff are trained in Team-Teach. This is a programme designed to help staff to calm children and de-escalate difficult situations. It also trains staff to hold children safely if it becomes necessary. This would only be done for safety reasons and for the shortest time possible. Staff only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him / herself or others. Should this occasion arise, children and staff will be given time to reflect and find a different way to deal with difficult situations in the future. The actions that we take are in line with government guidelines on the restraint of children. Records are kept and parents / carers are informed.

BEHAVIOUR THE DUNSTON HILL WAY



CARE AND RESPECT FOR ALL

VISIBLE ADULTS CONSISTENCIES

- Calm, caring and controlled
- Relentless Routines
- First attention to best conduct

RULES

- **Ready** (to learn)
- **Respect** (to everyone)
- **Kind** (in our behaviour)

OVER AND ABOVE

- Exceeding school **Values**
- **Effort** - Always striving for excellence
- **Initiative**

RELENTLESS ROUTINES

1. MEET AND GREET 2. WONDERFUL WALKING AND LEGENDARY LINES 3. HAND SIGNAL FOR STOP/EYES ON ME

STEPPED SANCTIONS

1. **Reminder** (of our 3 rules, could be non-verbal, privately if possible)
2. **Warning** (Turn it around, outline behaviour and consequence)
3. **Intervention** (30 second script- follow it)
4. **Last Chance** (Time out in class, possibly using timer, could have thinking table, no work, time to self-regulate and reflect)
5. **Cool Off** (sent to triage in Den, calming tent, retreat - could be up to 30 mins, work can be taken, phone triage staff either amber or red - must be reported on cpoms)
6. **Repair** (restorative conversation with class teacher or member of staff who sent child out as soon as practically possible)

30 SECOND SCRIPTED INTERVENTION

- **I have noticed that you are** (refer to behaviour ie wandering round, not getting on) **right now.**
- **At Dunston Hill, we...** (share 3 rules)
- **You have chosen to...**
- **Because of this you need to ...**(refer to your action-move seats, miss 5 mins play, complete work another time)
- **Do you remember when ...**(refer to previous positive behaviour)
- **That is who I need to see today**
- **Thank you for listening.**

RESTORATIVE FOLLOW UP

(5 Questions chosen from the following)

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to out things right?
- How can we do things differently in the future?



Appendix 2 - Restorative Practice at Dunston Hill Community Primary School

Definition:

The aim of restorative practices is to develop or re-establish a sense of community and to manage conflict and tensions by repairing harm and building relationships.

Restorative practice enables those who have been harmed to convey the impact of the harm to those responsible and those responsible to acknowledge this impact and take steps to put things right.

Schools need to modify behavior not manage it.

Restorative Practices in Schools is about:

- Creating safer schools
- Changing behaviour not punishing
- Adults modelling restorative approaches
- Finding ways to repair harm
- Supporting staff, children and families to use RP to build community

Restorative Questions 1:

To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

Restorative Questions 2:

To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?
- What do you need to do to make things right?

Top Tips:

Only have a restorative conversation when a child is calm, self-regulated and ready to talk.

Remember this is not an interview but a conversation

Should not last any longer than 10 minutes

Adults should consider their responses to the questions

Doesn't have to be seated in a room, children are more inclined to talk openly on a walk outside, during mindful colouring, or in the retreat for example.

Try to separate the person from the behavior

Promote accountability to seek repair

Appendix 3- PROMOTING SELF-ESTEEM in EYFS

All children need to feel secure and valued for who they are and to feel good about themselves. All children are recognised as unique, individuals with differing needs at different times. They need to build a sense of trust with adults in the Early Years and look to them for support. Any expectations should consider the developmental stage of the child to enable them to succeed at their own level.

The effective environment should encourage:-

- A sense of warmth, care and belonging,
- A feeling of security,
- Respect for individuals
- Recognition of clear limits and boundaries,
- Consistent, reasonable expectations and standards (shared philosophy, values and vision)
- Decision making and problem solving.
- The use of conflict resolution strategies.
- Partnership with parents where children's strengths are recognised.